

NATIONAL CONGRESS BULLETIN

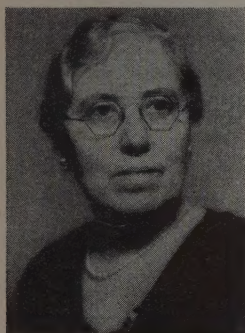


OCTOBER
1940

PUBLISHED BY THE NATIONAL CONGRESS OF
PARENTS AND TEACHERS, CHICAGO, ILLINOIS

PLEASE PASS ON TO

Dear Local President:



"PARENT power, plus teacher power, plus citizen power MAY supply the force which is needed to revolutionize conditions as they are today, and to develop new and better opportunities for the citizen of tomorrow."

I quote this sentence from a message from a former national president, a sentence which I discovered while browsing through some of our literature published before many of you, perhaps, were either parents or teachers.

The word which challenged me is "MAY"; the opportunity is there, the power of united effort is unquestioned. Again today we must ask ourselves such questions as these: Have we, as leaders, the neces-

sary vision to see the vital things about which we should be concerned, and the determination and strength of character to lead our organizations into the constructive activities and the united effort which these times demand? Are we failing to recognize the responsibility resting upon each one of us? What of tomorrow for our children if we do fail them now?

Our year's work is just beginning. We must, each in his own way, resolve to meet the challenges of our own communities, so that before very long we may truly be able to say that "Parent power, plus teacher power, plus citizen power IS supplying the force needed to revolutionize conditions as they are today!" We must be able to apply this statement to the work being done in our communities and in the nation as a whole.

Very sincerely,

Minnetta A. Hastings

First Vice-President

National Congress of Parents and Teachers

"CITIZENS ALL"

"CITIZENS ALL" is the theme of the series of weekly radio broadcasts which will be presented by the National Congress of Parents and Teachers in cooperation with the National Broadcasting Company beginning in January.

Dean Ernest O. Melby of Northwestern University, one of the nation's most distinguished educators, is to be the discussion leader. Each broadcast will be a fifteen-minute round-table discussion of home, school, and community problems, with emphasis on current questions confronting youth between the ages of sixteen and twenty-

five. Participating with Dean Melby on each program will be a member of the national Board of Managers and a specialist in the subject under discussion.

The programs are to be broadcast over the blue network of the National Broadcasting Company, the time to be announced later. These broadcasts will bring to listeners the opinions and advice of recognized authorities in education and social welfare on problems facing American youth. It is hoped thus to stimulate public interest and action in helping young people to deal with those problems.

NATIONAL BOARD MEETING

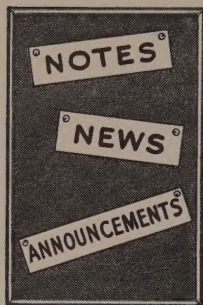
New problems arising out of the world situation were discussed in terms of parent-teacher responsibility by the Board of Managers of the National Congress of Parents and Teachers which met in Chicago in September.

DEFENSE AND THE PTA

The relation of the national defense program to education, health and social services — a question of grave concern to all — was considered from many angles, with particular reference to national committee activities. A psychologist spoke of the need for sound mental hygiene practices in dealing with war hysteria; a recreation expert emphasized play as essential to the country in time of stress; a safety specialist warned of the physical hazards involved in a preparedness program; a musician spoke of the value of music in maintaining national morale.

A physician pointed to the need for increased attention to health and nutrition at this critical time. An educator referred to education as the crucial factor in mobilizing our intellectual, moral, and spiritual resources for defense, and stressed the necessity of adequate support of educational services. Promotion of greater solidarity in the Western Hemisphere and a deeper understanding between the Americas was urged by an international relations specialist, who warned also against the dangers of excessive nationalistic spirit. A home economist pointed to the contribution made by happy homes to the morale of the people. Citizenship education of children, youth, and adults as vital to our national security was advocated by an expert in this field. Housing, taxation, and conditions affecting children of migrant families also came within the scope of the discussion.

National and state leaders agreed that the first responsibility of the P.T.A. is to maintain its regular program of service.



THE P.T.A. BULLETIN BOARD

American Education Week: November 10-16

CONGRESS CONTACTS

The national president has been appointed to represent the National Congress on the following committees:

1. National Committee on Education and Defense
2. Committee on National Agency Programs, National Citizens Committee of the White House Conference on Children in a Democracy
3. National Advisory Committee to Allied Youth
4. National Anti-Syphilis Committee

BOOK WEEK

THE twenty-second anniversary of Children's Book Week will be observed November 10-16. This is the time when educators, librarians, and others interested in the mental, emotional, and social development of boys and girls unite to bring books and reading to the attention of both parents and children.

This year's theme, around which programs and projects will be planned, is "Good Books — Good Friends."

EDITOR ELECTED

EVA H. GRANT, assistant editor of the *National Parent-Teacher* for the past two years, was recently elected the editor. Before joining the staff of the Magazine, Mrs. Grant worked with parent-teacher groups and was active in parent education work in St. Louis where she served as a member of the St. Louis Council for Parent Education. Mrs. Grant received her B. A. degree from Augustana College in Illinois and her M. A. from the University of Iowa where she majored in parent education and child development in the Iowa Child Welfare Research Station.

Other members of the Editorial Board are, Mrs. John E. Hayes, chairman; Dr. Ada Hart Arlitt, Mrs. William Kletzer, and Dr. Wm. McKinley Robinson.

NEVER before in the history of American Education Week has there been a more timely theme than the one selected for the 1940 observance "Education for the Common Defense." That the need has never been greater for focusing the attention of the public upon the vital role of education in the life of our democracy is the belief of the sponsoring organizations: National Education Association, American Legion, United States Office of Education, and National Congress of Parents and Teachers.

The daily topics for the week are:

Sunday, November 10

Enriching Spiritual Life

Monday, November 11

Strengthening Civic Loyalties

Tuesday, November 12

Financing Public Education

Wednesday, November 13

Developing Human Resources

Thursday, November 14

Safeguarding Natural Resources

Friday, November 15

Perpetuating Individual Liberties

Saturday, November 16

Building Economic Security

The parent-teacher association participates and assumes leadership in

furthering the observance of American Education Week through the promotion of school and community programs. Numerous types of activities that may be carried out in the observance of each day are suggested in the program material prepared by the sponsoring organizations.

Local associations may also consider carrying on such activities as the following:

1. Acquaint the membership with the objectives of the programs of American Education Week.
2. Encourage members
 - (a) to visit schools
 - (b) to become familiar with a day's program of school work
 - (c) to participate in the special programs presented during the week
3. Study and discuss topics of current local interest relating to education and defense
4. Emphasize the necessity for cooperative effort of school, home, and community to the end that the educational opportunities of the nation's children may be safeguarded and national security achieved.



Members of the Executive Committee of the National Congress of Parents and Teachers who attended the Fall Board Meeting in Chicago. Left to right, front row: Howard V. Funk, Bronxville, N. Y., Mrs. James K. Lytle, Los Angeles, Calif., Mrs. Charles D. Center, College Park, Ga., Mrs. William Kletzer, Portland, Ore., Mrs. W. A. Hastings, Madison, Wis., Dr. Joseph M. Artman, Chicago, Ill. Back row: Mrs. Chris Hirning, Mitchell, S. D., Mrs. Clifford Thompson, Wallingford, Conn., Mrs. S. C. Cox, Roanoke, Va., Mrs. Logan Hughes, Indianapolis, Ind., Mrs. M. A. Taylor, Bonham, Tex., Mrs. James Fitts Hill, Montgomery, Ala., Mrs. John E. Hayes, Twin Falls, Ida., Mrs. Harry M. Mulberry, Chicago, Ill., Mrs. M. D. Wilkinson, Tacoma, Wash., Only absent member was Mrs. C. H. Turner, Redondo Beach, Calif.

PARENT-TEACHER ACTIVITIES

FOR *Promoting Democracy*

BULLETIN No. 3

The Intrinsic Worth of the Individual

FOREWORD

THIS material is written at a time — September, 1940—when anything said about the individual and his hopes and aspirations seems completely nullified. In a world which knows so much and can do so much to make the life of the individual so full and satisfying, we see utter barbarism and ruthlessness rampant. The forces which man created and learned to control through science are turned to his indiscriminate destruction. The edifices which he has constructed for his comfort and convenience are instantly and promiscuously pounded to the primitive dust of which they are made. The very life of individuals is a cheap pawn on the chess-board of nationalism.

The things that men live for are caught up in a tempest of noise and death and destruction the like of which this world has never seen before. The way of life that has been gained by centuries of struggle and labor is threatened. Truly, we live in a momentous time, a time when we need as never before to be sure of our responsibilities to our own destiny.

WE cannot foresee the future, but this we know: this storm is of man's own creation. It is not a natural crisis. The forces behind it can be controlled by men just as they have been created by men. In the long look ahead we will see this as a time when men are touched by an unexplainable madness. Out of it and because of it man can and will find a better way to order his affairs. In the eternity ahead, man's destiny means more than that he shall seek the destruction of his fellow men. History will record this "mad moment" as one in which man has gone temporarily astray in his search for the good life for himself and other men.

BULLETIN TITLES

I. Introduction

1. What Price Democracy?
2. The P.T.A. — Its Unique Function in a Democracy

II. The Foundation Stones of Democracy

3. The Intrinsic Worth of the Individual
4. Equality
5. The Bill of Rights
6. Social Responsibility
7. The Appeal to Reason
8. The Consent of the Governed
9. Intelligent Citizens

The immediate task is clear. It is for us now to so order our thought and action that we in America can and shall understand and hold to the form of government on which this country was founded and by which it has grown and prospered. We must fiercely resolve that come what may, there is still one place in the world that cherishes and practices democratic government, "the government which gives the individual the opportunity to fully realize the natural capacities with which he is born.

It is only as we understand and see clearly the fundamentals of that pro-

cess of government that we can know what we must cherish and defend. As we adults do that, and only to the extent to which we can do it, will our children have firmly before them the vision of a free people, governed with justice.

The task is urgent. Upon our ability to carry it through depends not only our future, but that of a despairing, struggling world, in which men seek a better way of life.

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THE THINGS MEN DESIRE

MEN desire "freedom of speech," "freedom of the press," "freedom of religion," "certain unalienable rights"; "life, liberty, and the pursuit of happiness," "private enterprise," "right of the individual" — but why continue, for the list is long. Just now it is impossible to listen to the radio, to read a book, magazine, or newspaper without seeing or hearing many of these expressions. Seldom are they used concisely. Rather they resemble an incantation which repeated frequently and fervently tends, in the mind of the user, to guarantee a state of existence devoutly wished for.

These are words to conjure with, even though they lack definite boundaries, for they represent as nearly as words can represent them, human longings and emotions, the fundamental desires that man has struggled for since the beginning of time.

In that long period, from then to now, few of us realize how very little

"freedom" man has enjoyed in this world — that is, freedom as we know it and believe in it. Men have been persecuted for religious beliefs; they have dared utter no public word against their oppressors no matter how great the civic wrongs they suffered; they were held in slavery: they and their children and their children's children belonged with the land and passed in title with it. In short, freedom, the thing that man has talked about and dreamed about, has actually existed for but few people.

At periods in his history, man has collectively gathered his great strength to take a wobbly step on his long way to freedom. Invincible, if he but knew it, by sheer weight of his numbers, the common man, the individual that we know and are, has had to be aroused by crisis before common thought and action has made him resort to force as a remedy. Sometimes he has glimpsed the better way of life and has built for himself a culture or nation that nearly realized some of his hopes. Athens, Greece, Rome brought freedom to some, though their cultures were based on the slavery of other men. France was once the cradle of individual liberty. Switzerland, the Scandinavian countries, the British Empire, the United States, all represent types of government in the present day which respect individual freedom.

HISTORY is clear on only one point, that man must see clearly and act thoughtfully and courageously, for no matter how highly developed individual freedom may be, it can be retained only by constant vigilance. When men became careless or forgot that they were responsible for good government, that it could not exist without their constant care, the freedom which seemed so secure simply vanished and the job had to be done over again.

Our country, these United States, is no exception. Our government is, or will be, just what we want it to be or are willing to make it. In the long run we get just what we work for so far as most things are concerned, and our individual freedoms are no exception. We cannot afford corrupt government or courts, or bad housing, or poor schools, or wrong community living, unless we are willing to pay the bill with the loss of some of the freedom for ourselves or others that we have learned to enjoy and expect.

Democracy is that form of government which allows each individual the opportunity and right to develop to the fullest his capacities at the same time that he grants equal opportunities and rights to every other individual. This implies not simply passive acceptance of these individual rights, but rather the cooperative thinking and action necessary to make them equally available to all.

Freedom and opportunity cannot be enjoyed by all without acceptance by everyone of the responsibility to maintain them. There has been entirely too much stress upon the individual's rights and freedom, too little upon the individual's responsibility in understanding and maintaining the type of government which makes possible the continuance of these rights and freedom. Democracy calls for cooperation and constant vigilance if all are equally to enjoy its blessings.



THE THINGS THAT MEN LIVE FOR

IF there are "certain unalienable rights" that individuals covet for themselves, can we name some of them so that they can be examined closely? If so, then perhaps we may understand why government of a particular form is instituted, for certainly man attempts, insofar as he can, eventually to set up a government that allows him to practice those virtues in which he believes fundamentally.

An individual is too complicated in his actions and reactions to permit simple analysis. He is a living organism that matures with time, and changes as his surroundings cause him to adapt to them. Arrived at a stage of development toward which he has striven, he immediately becomes dissatisfied with portions of it and strives again to attain the next goal of his desires. So man progresses.

Even at the risk of oversimplification there are certain fundamental desires that are intrinsic in all men. Perhaps they can be lumped under the caption of self-realization, that kind of life which allows him freedom to develop to the fullest extent his inner

urges and capacities. Let's make such a list the basis of our thinking here.

FIRST of all, everyone desires security. Without this, in a reasonable degree, there is neither time nor energy for full living. Security of person, of living, of position, are all essential. Security is not something which an individual enjoys without paying a just price for it. Part, at least, of that price is social competence, that is, the individual's willingness to participate actively and cooperatively in the group of which he is a member. He must contribute as he can, he must strive to understand and carry out group desires in civic government, local, and national. He must be ready to voice constructively and intelligently his objection when he is in disagreement with group ideas.

Our public schools and P.T.A. groups must play an increasingly active part in furnishing forums in which every individual may have his honest say and be respected for it. Security is not gained solely through possession of material things. On the contrary, it is much more apt to be gained through intelligent participation in community enterprise, and in working to further the self-controlled cooperative liberty of each citizen in any community.

SECOND, everyone desires the opportunity to rear a family under circumstances that will give each individual in it a reasonable chance to become a real person in the sight of God and man. This is the crux of all social action with respect to the family unit.

In any society, whether primitive or highly developed, children are recognized as the future bearers of culture. Upon them and their induction into group culture necessarily depends the future of the group. There are some exceptions, but generally the family is the fundamental unit in any society. Every safeguard is set up to protect the parent-child relationship simply because history proves the utter necessity of preserving the mores of the group if it is to survive. No generation of children can be neglected without leaving a gap in the progression. Time lost in their education and development can never be fully regained.

The sanctity of the family is a primary human concern and every parent desires those circumstances which will

allow the members of his family fullest possible opportunities. Cooperation taught in the home will carry over into community life. Cooperative community life makes for finer national existence and better living for everyone.

THIRD, everyone wants freedom to worship in his own way. The individual's concept of his God and his universe is so peculiarly intimate that freedom of religion ranks high in his scheme of things. State religion cannot possibly satisfy, for it attempts to force the individual into a common pattern. For his own self-realization, man turns to that form of government which will allow him this freedom. Religion is used here as denoting the relationship of God to man and man to man, not simply the acceptance of a particular creed or dogma.

FOURTH, he wants freedom of speech and of press. He recognizes the difficulty he has in drawing correct conclusions even when he has access to all essential truth. He realizes fully the complete impossibility of arriving at correct conclusions and planning future action if his information is biased.

The potency of this thesis is fully demonstrated in Europe today. No totalitarian state ever perfected its organization without subjecting all sources of information to rigid control. Truth no longer exists as such. Rather it is changed to a semblance of truth, to propaganda cleverly calculated to lead the individual to desired conclusions. The final outcomes of this perversion of truth are all too clearly demonstrated in events now occurring in Europe. Free men cannot exist without freedom of speech and press.

FIFTH, man desires useful work and that he be allowed to labor at it in peace. Sometimes it seems that our jobs are taskmasters that order all our waking hours, but we have only to contemplate a period without useful employment to realize just how much work means to us. The pride of craftsmanship, the desire to be constructively useful is inherent in every normal human being.

Herein lies one of the most fundamental fallacies of totalitarianism. Under this form of government the individual exists solely for the service

of the state and can be ordered by it into employment that it considers necessary without regard to his own desires. In times of great emergency man is willing to suffer much and for a period to forego his fundamental human desires, but there comes a day when the urge to order his own affairs becomes so great that he will rebel at any regime that undertakes to make him a pawn in the scheme of things. Man's desire for and right to his own way of life is too precious a heritage to be given up forever without a struggle.

SIXTH, everyone has a desire to own property or things and to enjoy peaceful possession of them. Perhaps it is some bit of earth he calls his own, the products of which go to his use and comfort; or a place that he can call home, with the necessary equipment for daily living in the style to which he is accustomed. In their possession he finds the possibility of rearing his family, of working at productive labor, and of being more or less independent in his existence. The exchange of national minorities, the confiscation of property, either by taxation or government edict, strikes squarely at this fundamental human desire. The truly cooperative, democratic community will so order its existence that every person will have some share of this world's goods.

SEVENTH, everyone desires to be known as a man among men, to be recognized for the person that he is. It makes no difference whether he gains group approval through service in public office, by creating a socially useful article, or because he is a responsible citizen, the respect and approval of some portion of his peers is necessary to every man. Social approval, the "state of belonging," is so fundamental a human instinct that no man can reach full stature without it. There are indications that one of Europe's present dictators is what he is because much of his life has lacked social competency. Unaccepted and frustrated in early life, he is now balancing accounts by ordering the affairs of millions of men. Society in this case pays a terrific price because it did not diligently seek to make this individual one of its competent members. In our own communities there are individuals who possess just such potent possibilities unless our schools and homes can help them to become self-respecting group members.

This list of human needs and desires can be expanded and refined. Possibly you would list them in a different order or under different heads. But no matter how they are indicated they are the things that men and women, real men and women, live by and struggle to preserve. Naturally they turn to a form of government which gives them the greatest scope in which to develop as individuals and which gives all other individuals the same opportunity through group cooperation.

So far as we Americans are concerned, democracy is that form of government. It behooves us to dedicate ourselves cooperatively to its preservation, its continuance, and its improvement if we respect ourselves and others as individuals.

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CONCLUSION

THERE are certain unalienable rights which every person must enjoy if he is to develop his capabilities to the fullest possible extent. The democratic form of government is the only one which recognizes those rights. Democratic government in its truest sense is set up by a free people to protect, foster, and extend the rights and responsibilities of the governed. Our faith in ourselves and our form of government is measured exactly by the time, thought, and energy we are willing to devote to the exercise of these rights for ourselves and all others.

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SUGGESTED ACTIVITIES

The discussion groups and community forums suggested in the first bulletin will find in this material ample opportunity for a continuing program of activity.

HERE IS AN ILLUSTRATION OF WHAT MIGHT BE DONE:

- *First, have one or two well-informed local persons expand any of the points made here with particular reference to your own community.*
- *Second, allow full, frank, and free discussion of the speaker's points by the audience.*
- *Third, call for volunteers to study carefully the local conditions discussed. Define the issues closely so they can be studied*

critically. Perhaps health, recreation, juvenile delinquency, and other community problems will be among the issues finally chosen.

- **Fourth**, allow ample time for thorough study and investigation by the study groups.
- **Fifth**, plan a meeting at which the report of these groups will be presented for consideration.
- **Sixth**, plan a program of needed community action based upon the reports of these groups.

Such a program as this, properly guided and faithfully worked on, will reveal community deficiencies and needed cooperative action in seemingly the best communities.

It is of the essence of democracy that we find our own needs and plan to supply them rather than to call upon some outside agency to supply them for us.

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SOURCES OF INFORMATION

A complete list of sources in this field would fill a library catalogue. Every current publication contains material on democracy which you can use. Study programs on its needs can be obtained from many of the organizations listed in the next column.

The plans prepared by the national chairmen of the National Congress contain up-to-the-minute suggestions and reading materials. Your state congress can also give you aid.

No group need hesitate because of scarcity of material. Rather, it may be confused because there is so much of it.

Wisdom and intelligence will be needed to select that which is pertinent to your use, for in this period of confused thinking, fundamental issues are difficult to define and harder to isolate.

STUDY MATERIAL

Such a wealth of material is available that it is quite impossible to single out all the items that are essential for every group that may want to study in this field. Those given here are basic. They will serve not only for the material covered here, but are adequate for all of the bulletins in this series.

1. National Congress of Parents and Teachers, Chicago.
Schools for Democracy compiled by Charl O. Williams and Frank W. Hubbard. An excellent reference

on the necessity for education in a democracy and the fundamental principles which make for good education. Contains study guide and many references. Price, 25c.

National Parent-Teacher. \$1.00 per year. Every issue contains pertinent articles.

2. American Library Association, Chicago.
 - a. *Our American Democracy*. Leaflet containing valuable material and comment on helpful books. 100 copies, \$1.50; 500, \$6.00.
 - b. *Democracy: a Reading List* compiled by B. Y. Landis. A list of about two hundred and fifty books with a terse comment on each. Publishers and price are listed. Each book is rated as (a) "popular and elementary" or (b) "more advanced reading" or (c) "more technical and less acceptable references." Each rating is about equally represented in the list. Single copies, 25c; 10 copies, \$1.00; 25, \$2.00; 50, \$3.50; 100, \$5.00.
3. Your daily newspaper and current periodicals. Practically every newspaper and magazine has valuable material. A well-kept scrapbook would shortly contain enough material for a discussion group.
4. Your local library will have helpful material. Books and pamphlets not available locally can be borrowed from your state library or from libraries in nearby larger cities.
5. Office of Education, U. S. Department of the Interior, Washington, D. C.
How to Organize a Community Forum.
6. Educational Policies Commission, 1201 — 16th Street, N.W., Washington, D. C.
The structure and Administration of Education in American Democracy. 50c.
A concise statement of the underlying structure and principles of our educational system.
The Unique Function of Education in American Democracy. 50c.
Traces development of education from early days to present and discusses the functions that present-day education must fulfill.

The Purposes of Education in American Democracy. 50c.

What schools ought to try to accomplish and what needs to be done if these purposes are to be realized.

Education and Economic Well-being in American Democracy. 50c.

A discussion of the interdependence of education and economic well-being.

7. Kentucky Congress of Parents and Teachers. Kentucky Library Extension Division, Old Capitol, Frankfort, Ky.
Education for Democracy. A Reading Course Prepared for the Kentucky Congress. A selected list with extended comment on each reference.

NATIONAL PARENT-TEACHER

Material on promoting democracy is published monthly in the official organ of the National Congress of Parents and Teachers, the *National Parent-Teacher* magazine.


- *Mr. Citizen Weighs the Law* February, 1940.
- *Children in a Democracy* March, 1940.
- *Conversation on Citizenship* April, 1940.
- *The Family As the Threshold of Democracy*
- *So Are Citizens Educated* May, 1940.
- *The Unique Function of the P.T.A. in American Democracy*
- *Citizens in the Making*
- *An America Awake to Its Children* June-July, 1940.
- *How Did the United States Come About?*
- *When American Schools Are Democratic* August-September, 1940.
- *It Is a Small World*
- *Citizenship Can Be Taught*
- *Health in War and Peace* October, 1940.
- *With Liberty and Justice for All*
- *How Much Are We Worth?*
- *Youth: Our Greatest Resource* November, 1940.

Subscription rate—\$1.00 a year

Meeting Educational Needs

"Advance programs of general secondary education which provide a basic cultural training, as well as preparation for industrial demands and opportunities; such training should include for young workers, vocational guidance, counseling services, and placement services, staffed by qualified personnel."

THE CHILD IN HIS COMMUNITY



FOR CENTURIES the home has been isolated in song and story, unaffected by origins, and protected by the law. It was home for the first teacher, the orator and glower of our adolescence and the foundation for the whole social development of the young. For decades the child has been isolated. Here isolated is the independent meaning given to good minority. The place where such is permitted to achieve was isolated and alienated both—home and school—yet church has held fast to the noble line of isolation, were we not dead?

But that era is all over. In recent years there has developed a love of groups and organizations unobtainable to parents—entire programs by which health and hygiene may

Education for Democracy. The Proceedings of the Congress on Education for Democracy held at Teachers College, Columbia University, August 15, 16, 17, 1939. Bureau of Publications, Teachers College, Columbia University, New York, 1939.



PARENT-TEACHER PUBLICATIONS

OFFICIAL
MAGAZINE
OF THE
NATIONAL
CONGRESS OF
PARENTS AND
TEACHERS

LOCAL PRESIDENTS:

- Have you appointed your Magazine chairmen?
- Have you sent the names and addresses of your appointees to the state Magazine chairmen?
- Have you discussed the promotion packet with your chairmen?
- Have you made plans to introduce the Magazine to all the members of your groups?

THE good work which the *National Parent-Teacher* is doing for children needs to be brought to the attention of every person who has a child, or who is in any way responsible for the care, guidance, and education of children. This is a large order, but not too large an order for parent-teacher leaders. Where the welfare of children is concerned no task is too difficult for the 28,000 local presidents of the National Congress of Parents and Teachers—a fact that has been substantiated time and again in records of parent-teacher achievement.

Realizing there was never greater need for the *National Parent-Teacher*, scores of local presidents have already enlisted in the campaign to increase its circulation this fall. Every mail is bringing our national president pledges of support and cooperation. That this cooperation is already resultful is clearly evidenced by the September subscription totals — the highest of any since 1925! What the figures will be when all of our local presidents are heard from is something we can look forward to with pride — the sort of pride that is justified when a worth-while task is well done.

We firmly believe that the month of October will show a still greater increase in subscriptions. We will report the results to you in this column next month.

NOVEMBER PREVIEW

• And now a word or two about the November issue. A moment ago the first proofs of it came from the printer. The articles are based on the theme of American Education Week "Education for the Common Defense"—a subject of deep concern to parents and teachers. Rapidly changing events make this a time when each of us desires the wise guidance and clear thinking of experienced and authoritative leaders in civic, social welfare, and educational fields. The *National Parent-Teacher* has therefore selected and arranged for its readers a group of articles from the pens of such noted citizens as:

Harold Benjamin, Dean of the College of Education, University of Maryland, and an active member of the Educational Policies Commission

John K. Norton, professor of education at Teachers College, Columbia University

Howard Y. McClusky, assistant director of the American Youth Commission

Bonaro W. Overstreet, noted author, poet, and lecturer

George D. Stoddard, director of the Iowa Child Welfare Research Station and widely recognized specialist in the field of education for young children

Rev. Joseph R. Sizoo, nationally known clergyman

• Every individual who reads the November issue will acquire knowledge that will make of him a wiser and better citizen. Since the theme of this issue is "Education for the Common Defense," American Education Week programs will be enriched by the use of the Magazine in addresses, radio talks, panels, forums, study and discussion groups. To introduce the Magazine to new members, one copy of a recent issue will be sent to any address in the United States upon the receipt of 10c. If every person who reads this *Bulletin* will introduce the Magazine to another member, friend, or relative, our circulation will grow and our opportunities to educate our children for the common defense will be widened and strengthened.

PUBLICITY HANDBOOK

A *Parent-Teacher Publicity Handbook* designed to aid local publicity chairmen is just off press. This new addition to Congress parent-teacher publications is a very practical pamphlet of 24 pages. In brief, simple words it sets forth rules and suggestions for parent-teacher publicity. It outlines the steps the publicity chairman should take from the moment he assumes office. It suggests a calendar of monthly events in which publicity may figure. It may be used for individual study as well as in publicity classes, clinics, and discussion groups. The *Publicity Handbook* is distributed free to state branches on the basis of one for each local association.

SPECIFIC AIMS OF CONGRESS PUBLICATIONS

National Congress publications serve the membership in the following ways:

1. They present the program of ideals and policies which has developed through the more than forty years of the existence of the Congress.
2. They bring to each member the objects of the national organization.
3. They offer material for carrying on various phases of the Congress program.
4. They offer a medium through which the message and plans of officers and chairmen may reach the Congress membership.
5. They outline for Congress units, programs, plans, and procedures which may be adapted to local conditions.
6. They record the growth of the movement and the part it is playing in current educational and civic movements.
7. They bring to the public a realization of the importance of this nation-wide movement which concerns itself with the welfare of children and youth.
8. They bring to Congress members and leaders the results of the best thinking of experts in the field of child welfare and allied subjects.